

Alderbury and West Grimstead Church of England Primary School

Address: Firs Road, Alderbury, Salisbury, Wiltshire, SP5 3BD

Unique reference number (URN): 150254

Inspection report: 9 September 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils achieve well from their individual starting points. The proportion reaching the expected standard in reading, writing and mathematics at the end of Year 6 is in line with or above the average, including for disadvantaged pupils, nationally. Pupils perform consistently well in the Year 1 phonics screening check. They recall taught sounds confidently and enjoy discussing books linked to their enquiry learning. Younger pupils develop secure number fluency through counting in groups and recognising doubles.

The school is continuing to strengthen pupils' writing. While many pupils produce fluent, neat work, leaders recognise that some inconsistencies remain in the accuracy of punctuation and handwriting.

Across the wider curriculum, pupils typically build secure knowledge and skills. For example, as historians, they explain why trade was important to ancient civilisations and understand the concept of legacy. As artists, they use techniques such as shading and blending to add effects.

Attendance and behaviour

Expected standard 

Pupils' attendance is broadly in line with national figures. The school reminds pupils and families why coming to school regularly matters. Leaders monitor attendance closely. They analyse patterns for different groups, intervene early and arrange school attendance meetings when concerns arise. Support, such as pastoral guidance and breakfast club funding, helps pupils overcome barriers to regular attendance. Leaders continue to prioritise reducing the small number of persistent absences.

Staff take a caring approach to managing behaviour that is rooted in the school's shared values. They get to know pupils and build warm, trusting relationships. As a result, pupils behave very well. They respond readily to the consistent expectations set by staff. Pupils concentrate well in settled classrooms. They uphold what adults expect of them by acting kindly, moving calmly and speaking politely.

Pupils report that they rarely see or experience any form of bullying, including online. Leaders' records confirm this view. Pupils have complete confidence that adults would sort out any concerns quickly and effectively should they arise.

Curriculum and teaching

Expected standard 

Leaders hold an accurate understanding of the curriculum and the quality of teaching. With support from the trust and external experts, they identify the key questions that shape learning in each enquiry unit. Leaders carefully organise curriculum content, including across the mixed-age classes, to help pupils build knowledge and skills across subjects. For example, pupils in Year 6 explore the question, 'How are lives saved?', which encourages them to learn about the functions of the heart and the impact of diet and exercise.

Staff benefit from ongoing professional development that helps them teach the curriculum with increasing consistency. Effective questioning, clear modelling and explanations typically underpin teaching. Teachers use ongoing checks well, particularly in English and mathematics, to identify misconceptions and inform next steps. They routinely revisit previous learning so that it remains in pupils' long-term memory. More recently, the introduction of quizzes has begun to deepen pupils' learning across the wider curriculum.

Younger pupils get regular opportunities to read, count and form letters with improving accuracy. Older pupils draw on their secure knowledge of place, value and multiplication tables to solve complex calculations.

Early years

Expected standard 

Children arrive to a calm and welcoming environment. They settle in quickly to the provision and feel part of the school community. Home visits and stay-and-play sessions help children get off to a positive start.

Children learn routines well and form warm relationships with adults. They line up sensibly, share resources and listen attentively during story sessions. Staff use books effectively to reinforce important early concepts, including counting.

The curriculum covers all areas of learning. It gives children opportunities to develop independence and follow their interests. For example, children show curiosity as they experiment with textures in the mud kitchen. They enjoy building a race track and counting the laps they complete. Voting on daily story choices helps children develop an early understanding of democracy.

Leaders have rightly prioritised supporting children to build their language and vocabulary. However, at times, the purpose of some activities is not always clear. When this happens, adults sometimes miss the chance to build and extend children's language and vocabulary during conversations. Even so, children make good progress from their starting points and are well prepared for Year 1.

Inclusion

Expected standard 

Leaders have strengthened the school's inclusive culture. Relationships between pupils and staff are a strength. This enables staff to spot pupils with special educational needs and/or disabilities (SEND), including those who face difficult circumstances, quickly. Pupils' individual learning plans include practical support, such as visual prompts and technology. Staff typically adapt tasks effectively so that pupils with SEND can learn alongside their peers. This creates a positive and inclusive environment where pupils feel comfortable asking for help.

Leaders use pupil premium funding to promote pupils' academic and personal growth. This work has contributed to improved attainment in statutory assessments, including the Year 1 phonics check. It has also increased pupils' willingness to seek pastoral support when needed. Staff value every pupil as an individual. 'Pupil premium passports' track strengths and wider contributions to school life for disadvantaged pupils. This enables all staff to

ensure that every pupil, regardless of need, can take full advantage of everything the school offers.

The school offers alternative provision for a small number of pupils with additional needs. Leaders check the impact of these placements carefully to ensure that they meet each pupil's best interests.

Leadership and governance

Expected standard 

The school has improved steadily since joining the trust. A strong sense of care and teamwork runs through the school. Leaders have a deep understanding of the school's priorities. They act decisively in pupils' best interests. This is shown in a strengthened curriculum, greater consistency in teaching and systems that remove barriers for vulnerable pupils.

Leaders make good use of the trust's input to evaluate and further develop the school's work. This helps the school keep reflecting and making improvements to its provision. For example, leaders have acted on advice to improve pupils' attendance. Staff receive comprehensive training, including chances to work alongside others in the trust. As a result, they continue to develop their expertise and skills to support pupils' learning effectively. Staff fully embrace the culture leaders have established and appreciate the attention given to workload and wellbeing.

Trustees provide strategic oversight through well-established governance arrangements. They work in tandem with the local governing committee to provide both support and challenge to school leaders. Leaders at all levels pay careful attention to what matters most, including the impact of funding for pupils with additional needs, pupils' progress and the effectiveness of systems that keep pupils safe. Most parents and carers speak highly about the school's leadership and direction. They value the care shown by staff and appreciate that children remain at the heart of everything the school does.

Personal development and wellbeing

Expected standard 

Leaders have designed an engaging personal development programme that extends beyond the academic curriculum. It reflects both the school's values and local context. For example, pupils learn how to stay safe around water and pools. Through work with the local air ambulance team, they gain first-aid skills and learn how to respond appropriately in an emergency.

Pupils learn about healthy relationships, equality and consent in age-appropriate ways. They understand why kindness, respect and justice matter. Pupils can explain how these values shape their actions. For example, pupils readily support friends and encourage fairness during group work and games. They also know the importance of rules, laws and treating others with respect, including when online.

Staff promote pupils' wellbeing effectively through nurture groups, chaplain guidance and reading time with a therapy dog. Weekly lessons on thinking skills enable pupils to become resilient and reflective learners.

Pupils enjoy a wide range of enrichment opportunities. These include clubs such as dodgeball and skipping. Music lessons, residential visits and community performances broaden pupils' experiences and help them discover new interests and talents. Leaders track participation carefully and remove financial barriers so that all pupils can take part.

Pupils feel listened to and valued. They take pride in contributing to school life. For example, pupils started a tuck shop to promote healthy eating choices at breaktime. They speak confidently about responsibilities, such as serving as Year 6 prefects and learning ambassadors. A highlight for older pupils is leading 'Newsday Tuesday' assemblies. This strengthens their presentation and discussion skills when exploring current events. Pupils grow into thoughtful, respectful and confident young people who are well prepared for life beyond primary school.

What it's like to be a pupil at this school

Kindness, justice and respect underpin daily life across the school. Pupils demonstrate these values from the moment they arrive each day. They show their enjoyment of school through positive attitudes in lessons. Pupils follow the 'calm school code' by speaking politely and doing the right thing. This creates an orderly school where disruption to learning is uncommon.

Caring and trusting relationships lie at the heart of the school's success. Pupils trust that adults will listen and help if they have any worries. Behaviour is a notable strength. Pupils of all ages play cooperatively. Unkind behaviour and bullying are rare. Older pupils set a positive example to younger children through their actions and roles as buddies. Everyday acts of care and kindness promote a sense of safety and belonging among pupils across the school.

Pupils take part in a wide range of activities outside the classroom. They attend sports tournaments, learn to play an instrument, perform in the community and join clubs. A highlight for many is the annual production, where every pupil takes part and performs on stage.

Across the curriculum, pupils explore enquiry questions that spark their curiosity. A sharp focus on reading and mathematics helps pupils secure important knowledge and skills from the early years onwards. Those who need extra input receive it quickly and sensitively so they can take part in the same learning as their peers. Pupils try their best and take pride in their achievements. They are particularly pleased when their names appear on the 'proud cloud' in recognition of their efforts. Most pupils reach or exceed national expectations by the end of Year 6. They leave ready for the demands of secondary school.

Next steps

- Leaders should continue to build on their recent work to strengthen pupils' writing so that pupils consistently produce accurate written work across the curriculum.

- Leaders should ensure that all staff in the early years consistently maximise high-quality interactions and purposeful activities to extend children’s communication and language, so children make the strongest possible progress from their starting points.
-

About this inspection

This school is part of Pickwick Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), James Passmore, and overseen by a board of trustees, chaired by Rob Ward.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the deputy headteacher, the special educational needs and disabilities coordinator and groups of staff. The lead inspector met with the CEO of the trust, the director of education, trustees and members of the local governing committee.

Inspectors spoke with some parents at the start of the school day. They considered responses to the online survey, Ofsted Parent View, including free-text comments. Inspectors also considered responses to Ofsted’s staff and pupil surveys.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is part of the Diocese of Salisbury. The school received a section 48 inspection for schools of a religious character in November 2023.

The school makes use of 2 unregistered alternative provisions.

Headteacher: Emily Woolf

Lead inspector:

Dale Burr, His Majesty's Inspector

Team inspector:

Jyotsna Paranjape, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.



The inspector(s) used this data during the full inspection on 9 September 2026

School and pupil context

Total pupils

119

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

15.97%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

5.04%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

13.45%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (final)	79%	62%	Above
2023/24		61%	
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25 (final)	83%	75%	Above
2023/24		74%	
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (final)	79%	72%	Above
2023/24		72%	
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25 (final)	86%	74%	Above
2023/24		73%	
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (final)	S	47%	S
2023/24		46%	
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	

Year	This school	National average	Compared with national average
2024/25 (final)	S	63%	S
2023/24		62%	
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (final)	S	59%	S
2023/24		58%	
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (final)	S	61%	S
2023/24		59%	
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (final)	S	69%	S
2023/24		67%	
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	S	81%	S
2023/24		80%	
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (final)	S	78%	S
2023/24		78%	
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	S	81%	S
2023/24		79%	
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.9%	5.2%	Close to average
2023/24 (3 term)	5.0%	5.5%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	9.4%	13.0%	Below
2023/24 (3 term)	14.8%	14.6%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright